



# Range High School

## Relationship and Sex Education (RSE) Policy

Person responsible for Policy: PHSE Co-ordinator; Headteacher; AHT (Personal Dev)

Date of next review: APRIL 2023 - (major changes will be brought to the Trustees attention as, and when they occur)

**RESPONSIBILITY FOR THIS POLICY REMAINS WITH THE GOVERNING BOARD**

**ANNUAL REVIEW**

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## **1 – Aims and Vision**

The aims of relationships and sex education (RSE) at our school are to ensure students learn about:

- different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

The aims above are in line with the core expectations that we promote to all students: maintain a positive attitude, show respect for all and display high levels of commitment to being the best you can be

At Range High School we believe that our high quality Relationships and Sex Education will stay with our pupils for life. **RSE is not about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle of relationship choice.** RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. RSE at Range is pioneering an innovative curriculum fit for the world our young people are living in. We believe in empowering our pupils to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. At Range we are committed to the important role that RSE plays in pupils' holistic education and we aim to build on the RSE programmes covered in Primary School.

## **2 - Secretary of State Foreword**

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education.

The depth and breadth of views is clear, and there are understandable and legitimate areas of contention. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education. We agree with this principle and congratulate the many schools delivering outstanding provision to support the personal development and pastoral needs of their pupils. We are determined that the subjects must be deliverable and give schools flexibility to shape their curriculum according to the needs of their pupils and communities.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty. We have endeavoured to ensure the content is proportionate and deliverable. Whilst we are not mandating content on financial education or careers, we want to support the high quality teaching of these areas in all schools as part of a comprehensive programme, which complements the national curriculum where appropriate and meets the ambitions of the Careers Strategy. We know that many schools will choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education or similar. Schools are encouraged to continue to do so, if this is right for them, and build on established, high quality programmes. These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

Taken from:

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)

### **3 - Statutory requirements**

Under 'Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education', RSE will become statutory in all schools from September 2020.

As a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

## **Concerns**

Any complaints or concerns about the SRE programme should be taken to the PHSE Co-ordinator. If the teacher cannot resolve the situation, then the headteacher should be informed.

There is a complaints procedure available.

## **4 - Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

**RSE is not about the promotion of sexual activity.**

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

**For more information about our RSE curriculum, see Appendices 1 and 2.**

## **5 – Policy Development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents were told about the changes to the PSHE and RSE curriculum and invited to make contact if they had any questions.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **6 – Curriculum and Delivery**

RSE is taught within the school's personal, social and Health (PSHE) education curriculum. Some biological aspects of RSE are taught within the science curriculum. Please refer to their curriculum content for information on this.

KS3 programme of study: Pupils have weekly PSHE lessons where they have an in depth and age appropriate programme of study that incorporates aspects of RSE and wider topics.

KS4 programme of study: Pupils will have a fortnightly lesson that will be placed into their timetable of study. It will involve an in depth study of PSHE topics as well as aspects of the RSE guidance. They will complete all aspects this academic year.

Across both Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

As well as their core programme of study, pupils will also take part in assemblies from internal staff and external agencies.

**A full list of topic can be found in Appendix 1.**

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

## **7 – Sensitive and/or Controversial Topics**

- During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play
- If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting
- Teachers should establish a set of ground rules so that young people are aware of parameters.
- Pupils should never be asked to disclose their sexual orientation or personal information about themselves or others

- Teachers and pupils will show respect for all genders, sexualities and different types of families
- Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures
- Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
- HIV/AIDS - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind, and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions about HIV.
- Teachers should also be aware that they may be dealing with pupils who are HIV positive or who have close links with others who are.
- RSE Delivery – Pupils will receive education on peer-on-peer abuse and sexual misconduct. Teachers will be given specialist training on trauma informed practice and pupils and parents will be given advanced notice about the lessons and when they will be delivered. The content of those lessons will also be outlined in advance of the lesson.

## **8 – Confidentiality**

Effective RSE should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that that person should be their parent or carer. The law allows health professionals to see and in some circumstances to treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.

When a member of staff learns from an under 16 year old that they are having, or are contemplating having sexual intercourse, they must refer the matter to the schools Designated Safeguarding Lead, or if a sixteen year old pupil is contemplating having sexual intercourse with a pupil below the age of 16, who will lead on the most appropriate course of action in line with the school's Safeguarding Policy.

## **9 - Roles and responsibilities**

### **The Governing Board**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### **Head of PSHE and Citizenship (Mr K Hughes)**

It is the responsibility of Mr K Hughes to provide curriculum that is to be delivered to pupils at Range High School. It is also his responsibility to make sure that all content is up to date and in line with government guidance. Mr Hughes will also oversee implementation of the curriculum and ensure it is delivered appropriately.

### **The Headteacher**

Mr M McGarry is responsible for ensuring that RSE is delivered consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

## **Staff**

Staff are responsible for:

- Planning their lessons in advance to ensure that they are comfortable with what they are delivering
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of PSHE and the Headteacher.

## **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment.

### **10 - Parents' right to withdraw**

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Parents can identify when RSE is being covered. This has been mapped to cover the latest guidance from the DfE.

**A full list of topic can be found in Appendix 1.**

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to pupils who are withdrawn from RSE.

### **RSE Guidance;**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We as a school will document this process to ensure a record is kept.



The headteacher will also discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on your child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the 18 detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Please see the DfEs guidance for more information.

Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should will make arrangements to provide the child with sex education during one of those terms.

This process is the same for pupils with SEND. However there may be exceptional circumstances where the headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, it is Range High School's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

## **11 - Training**

Staff are trained and given advice on how to deliver RSE and meet with the head of PSHE during faculty meetings, on INSET Days and during CPD Twilight sessions.

Where possible, the Head of PSHE and Development will invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Online training will also be advised for inexperienced staff who are delivering more sensitive topics such as RSE, Health and LGBTQ.

## **12 - Monitoring arrangements**

The delivery of RSE is monitored by the head of PSHE and Citizenship through the Quality Assurance programme of learning walks, book scrutinies, lesson observation, the Student Council and student voice (pupil panels). Pupils' development in RSE is monitored by class teachers through the use of trackers and assessment. This policy will be reviewed every 3 years. At every review, the policy will be approved by the governing body.

## **13 – DfE Guidance Document**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## Appendix 1 – Curriculum Map – KS3 AND KS4 PSHE

Core Theme 1	<b>Core Theme 1 - Rights and Responsibilities</b>	Citizenship British Values
Core Theme 2	<b>Core Theme 2 - Celebrating Diversity and Equality</b>	Citizenship PSHE British Values
Core Theme 3	<b>Core Theme 3 - Relationships and Sex Education</b>	PSHE Statutory Health Statutory Relationships and Sex Education
Core Theme 4	<b>Core Theme 4 - Staying Safe Online and Offline</b>	PSHE Statutory Health Statutory Relationships and Sex Education
Core Theme 5	<b>Core Theme 5 - Health and Well Being</b>	PSHE Statutory Health

Core Theme 6	<b>Core Theme 6 - Life Beyond School</b>	Careers – Gatsby Benchmarks Careers Development Framework PSHE + SMSC
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**PSHE and Citizenship at Range High School – Overall Plan 2023-2024**

Year Group	Autumn Term 1 (7 weeks)	Autumn Term 2 (7 Weeks)	Spring Term 1 (5 Weeks)	Spring Term 2 (6 Weeks)	Summer Term 1 (6 Weeks)	Summer Term 2 (6 Weeks)
7 PSHE	Managing Change	Friendship, respect and relationships	Staying Safe Online and Offline	Confident Me Lessons – Dove	Puberty and Body Development	Celebrating Differences
8 PSHE	Dangerous Society – Online and Offline	Physical Health and Mental Well-Being	Legal and Illegal Drugs	Identity, Relationship and Sex Education	Body Confidence	LGBTQ Explored
9 GCSE Citizenship	Theme A - Living Together in the UK		Theme B – Democracy at Work in the UK		Theme C – How the Law Works	
10 GCSE Citizenship	Theme D – Power and Influence		Theme E – Taking Citizenship Action		Exam Practise and Revision	Year 10 – RSE Lessons
11 PSHE	Violence, Crime and Seeking Safety		Sexual Health Unit		Year 11 - Exams	

### Year 7 – PSHE

Topic	Core Theme	Lessons
<b>Term 1 - Managing Change</b>	<b>Core Theme 6 - Life Beyond School</b>	<b>Lesson 1</b> - Intro to PSHE <b>Lesson 2</b> - Getting to know people <b>Lesson 3</b> - What is a community? <b>Lesson 4</b> - Careers and your future <b>Lesson 5</b> - Sleep and relaxation <b>Lesson 6</b> - Financial Education <b>Lesson 7</b> - Transition points and your life
<b>Term 1.5 - Friendships, Respect &amp; Relationships</b>	<b>Core Theme 3 - Relationships and Sex Education</b>	<b>Lesson 1</b> - Consent and boundaries <b>Lesson 2</b> - Respect and relationships <b>Lesson 3</b> - What makes a good friend? <b>Lesson 4</b> - Friendships and managing them <b>Lesson 5</b> - Being positive & Self Esteem <b>Lesson 6</b> - Pressure & Influence <b>Lesson 7</b> - What does it mean to be a man?
<b>Term 2 - Staying Safe Online and Offline</b>	<b>Core Theme 4 - Staying Safe Online and Offline</b>	<b>Lesson 1</b> - Avoiding Gangs <b>Lesson 2</b> - Staying Safe Online <b>Lesson 3</b> - Fortnite, Grooming & online gaming <b>Lesson 4</b> - What is alcohol? <b>Lesson 5</b> - What is smoking? <b>Lesson 6</b> - E-Cigs and vaping <b>Lesson 7</b> - Energy Drinks (Carrying a knife)
<b>Term 2.5 – Confident me</b>	<b>Core Theme 1 - Rights and Responsibilities</b>	<b>Lesson 1</b> – Appearance Ideals <b>Lesson 2</b> – Media messages <b>Lesson 3</b> – Confront comparisons <b>Lesson 4</b> – Banish body talk <b>Lesson 5</b> – Be the change
<b>Term 3 - Puberty and Body Development</b>	<b>Core Theme 5 - Health and Well Being</b>	<b>Lesson 1</b> – Intro to Puberty <b>Lesson 2</b> - Personal Hygiene Inc. Oral Hygiene <b>Lesson 3</b> - Assertiveness, consent and Hormones <b>Lesson 4</b> - Self Esteem & empowerment
<b>Term 3.5 - Celebrating Differences Unit</b>	<b>Core Theme 2 - Celebrating Diversity and Equality</b>	<b>Lesson 1</b> - Multicultural Britain <b>Lesson 2</b> - What is your identity? <b>Lesson 3</b> - Nature Vs Nurture <b>Lesson 4</b> - Equality Act 2010 <b>Lesson 5</b> - Breaking down Stereotypes <b>Lesson 6</b> - Prejudice and Discrimination <b>Lesson 7</b> - Challenging Islamophobia

### Year 8 – PSHE

<b>Topic</b>	<b>Core Theme</b>	<b>Lessons</b>
<b>Term 2 - Dangerous Society Online &amp; Offline Unit</b>	<b>Core Theme 4 - Staying Safe Online and Offline</b>	<b>Lesson 1</b> - County Lines – What is it? <b>Lesson 2</b> - County Lines – Who is at risk? <b>Lesson 3</b> - Substance misuse <b>Lesson 4</b> - Online safety – Cyber bullying <b>Lesson 5</b> - Grooming Boys and Girls <b>Lesson 6</b> - Drugs Education – Alcohol safety <b>Lesson 7</b> - Child Exploitation and online protection
<b>Term 1.5 - Physical Health &amp; Mental Wellbeing</b>	<b>Core Theme 5 - Health and Well Being</b>	<b>Lesson 1</b> - Health and Wellbeing <b>Lesson 2</b> - What is mental health? <b>Lesson 3</b> - Positive body image <b>Lesson 4</b> - Child abuse <b>Lesson 5</b> - Types of Bullying <b>Lesson 6</b> - Healthy eating and Cholesterol <b>Lesson 7</b> - Stress management 1
<b>Term 3.5 - Legal &amp; Illegal Drugs Unit</b>	<b>Core Theme 4 - Staying Safe Online and Offline</b>	<b>Lesson 1</b> – Introduction to drugs <b>Lesson 2</b> - Different types of Addictions <b>Lesson 3</b> - Cannabis products <b>Lesson 4</b> - Drug Classifications <b>Lesson 5</b> - “Party” Drugs – The dangerous side <b>Lesson 6</b> - Exploring illegal drugs & Effects <b>Lesson 7</b> - Volatile Substance Abuse
<b>Term 2.5 - Identity, Relationships &amp; Sex Education Unit</b>	<b>Core Theme 3 - Relationships and Sex Education</b>	<b>Lesson 1</b> - Intro to relationships and sex education <b>Lesson 2</b> - Healthy relationships <b>Lesson 3</b> - Dealing with conflict <b>Lesson 4</b> - Sexual Orientation <b>Lesson 5</b> - Introduction to contraception <b>Lesson 6</b> – Menstrual cycle (Periods and menstrual cycles)
<b>Term 3 - Body Confidence</b>	<b>Core Theme 5 - Health and Well Being</b>	<b>Lesson 1</b> – Self-esteem changes <b>Lesson 2</b> - HBT – Bullying in all its forms <b>Lesson 3</b> - Dealing with Grief and loss <b>Lesson 4</b> - Media and Airbrushing <b>Lesson 5</b> - Cancer Prevention & Healthy lifestyles
<b>Term 1 - LGBTQA+ Explored</b>	<b>Core Theme 2 - Celebrating Diversity and Equality</b>	<b>Lesson 1</b> - Intro to Year 8 Lesson <b>Lesson 2</b> - LGBT what is it? <b>Lesson 3</b> - LGBT Homophobia in schools <b>Lesson 4</b> - Supporting those that are LGBT <b>Lesson 5</b> - Challenging homophobia <b>Lesson 6</b> - Transphobia <b>Lesson 7</b> - Coming Out

**Year 10 – PSHE**

<b>Topic</b>	<b>Core Theme</b>	<b>Lessons</b>
<b>Term 3.5 – RSE -</b>	<b>Core Theme 2 – Sexual Health</b>	<b>Lesson 1 – What is rape culture?</b> <b>Lesson 2 – Sexual Harassment</b> <b>Lesson 3 – Revenge Porn</b> <b>Lesson 4 – Healthy relationships</b> <b>Lesson 5 – Sexting</b>

**Year 11 – PSHE**

<b>Topic</b>	<b>Core Theme</b>	<b>Lessons</b>
<b>Term 1 - Violence, Crimes &amp; Seeking Safety Unit</b>	<b>Core Theme 4 - Staying Safe Online and Offline</b>	<b>Lesson 1</b> - Honour based Violence <b>Lesson 2</b> - Forced Marriages <b>Lesson 3</b> - Online Gambling <b>Lesson 4</b> - Social Media Validation <b>Lesson 5</b> - Keeping Data Safe <b>Lesson 6</b> - Modern Day Slavery <b>Lesson 7</b> - Preventing Knife Crime
<b>Term 2 - Sexual Health Unit</b>	<b>Core Theme 3 - Relationships and Sex Education</b>	<b>Lesson 1</b> - Peer on peer bullying <b>Lesson 2</b> - Fertility and what impacts it <b>Lesson 3</b> - Alcohol and Bad Choices <b>Lesson 4</b> - Importance of Sexual Health <b>Lesson 5</b> - Revisiting contraception <b>Lesson 6</b> - Revisiting STI's <b>Lesson 7</b> - Respect and Relationships
<b>Term 3.5 -</b>	<b>TBD</b>	<b>TBD</b>



## Appendix 2 – By the end of secondary school, pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p>
Respectful relationships, including friendships	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>

TOPIC	PUPILS SHOULD KNOW
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

### Appendix 3 – Example letter sent out to parents about RSE Lesson delivery



## RANGE HIGH SCHOOL

Stapleton Road, Formby, Liverpool L37 2YN

Telephone: 01704 879315

Email: admin@range.sefton.sch.uk

Headteacher: Mr M McGarry MA PGCE NPQH

Date:

Dear Parent/Carer

#### ***Re: Delivery of RSE (Relationships and Sex Education) Lessons***

As you may be aware, there is a statutory requirement for all schools, including academies, to provide its students with Relationship, Sex and Health Education. Here at Range High School, this will be predominantly covered during PSHE lessons. Other content is delivered during tutor, from outside speakers, in other lessons and during potential drop down days. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

In June 2021, Ofsted published a review of sexual abuse in schools and colleges. The results were pretty alarming and have highlighted the urgency and need for schools to deliver lessons that cover the issues found. Late last year, we conducted some of our own focus groups with pupils at Range. In response to this, we would like to deliver some lessons to all pupils in year 10. The lessons are listed below:

Lesson 1 - Uncovering rape culture (Documentary 1 hour)

Lesson 2 - Follow up lesson

Lesson 3 - Revenge porn (Documentary 1 hour)

Lesson 4 - Follow up lesson

Lesson 5 - Sexting and Grooming

Lesson 6 - Healthy relationships

We understand that the lessons will cover some very sensitive topics, which could directly or indirectly effect some of our students. It is for these reasons that the lessons will be delivered with trauma informed teaching in mind. Pupils will also be given warning about any upcoming lessons and will be provided with a safe space to go to if they need it.

The documentaries that pupils will watch contain some strong language and some upsetting scenes. If you have an objection to your child watching these documentaries, then please let me know ASAP. If you have any other questions or would like to discuss this further, please contact via email - khu@range.sefton.sch.uk

Yours sincerely

Mr K Hughes

Head of PSHE and Citizenship